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ABSTRACT

Career Development education is inseparable from education in general since, ultimately, education leads to vocational choice. Therefore, it is the responsibility of the school to develop a positive attitude in all students toward work and to foster the idea that all work is honorable. In Anne Arundel County, Maryland, the process of internalizing the objectives of career education as part of the total school program can be described in four distinct phases. The first step in this infusion process is the realization that content is the basic building block of the instructional unit. Educators are asked to be more precise concerning the ideas and skills which make up the content and to focus their attention on the essentials of good reading and language arts and other content programs. The second phase of the infusion process requires an analysis of the concepts and objectives of career education in terms of their relevancies to the educational philosophy of the school system and their applicability to each particular area of instruction. Phase 3 asks teachers to construct the specific behavioral objectives to achieve the integration of content with career education. The last phase is the designing of activities to achieve the objectives. (TO)

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CAREER EDUCATION AND READING

AN INFUSION PROCESS

a paper presented on May 1, 1974

at the
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International Reading Association
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by

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Introduction and Definition

The Honorable Albert Quie, Member of United States House of Representatives, Minnesota told an AVA Convention group in Boston in 1969 that he felt that every student should obtain a marketable skill before leaving formal education, a priority which has become a goal for career education. Mr. Quie went on to say, however, that this goal was not his first priority in education. His first priority was reading. Reading is also my first priority along with any other content that will help a youngster succeed in the career of his choice. For this reason it is a pleasure to be able to be with you today to share some ideas concerning the interrelationship of reading and career education.

My role in career education is that of an implementor. Just as many of you take the ideas of others and put them to work in the field, my primary function is to take the ideas and concepts of career education and devise a strategy which will deliver them to students through teachers, counselors and other staff personnel. The

program that I coordinate emerged as a result of a task force effort to create an interdisciplinary program based upon skills, attitudes, behaviors and experiences deemed necessary for career decision-making. Although there are other components of the program, including guidance and counseling, placement and follow-up and career exploration, the primary focus of the program has been upon the role of classroom teachers. The dominant theme is that a team effort can make career education possible as a goal for the total school system. Every teacher can make a contribution through whatever subject he teaches. What we are defining in one sense is the relationship of subject matter to the personal, societal and economic roles of students. The relationship of language arts and reading to the successful functioning of students in each of these roles is self evident. Career education objectives contribute to the reading and language arts program by providing the motivation to learn. "Kids" begin to want to read as the need for reading becomes apparent. As the objectives of career education are analyzed, other relationships, also, become apparent. The danger is that so many career objectives have implications for reading and language arts that the concept of career education may begin to mean different things to different people. There is an urgency for

language arts and reading personnel to focus upon an acceptable definition of career education and to specify goals and objectives which have a strong relationship to the reading and language arts curriculum. This emphasis upon definition of concept and designation of specific objectives related to each content area is the focus of the Anne Arundel County Career Education Program.

Numerous statements from the office of education have emphasized that career education is not a program itself but rather a concept to be infused into every education program. Additional support for this approach can be found in a monograph entitled Review and Synthesis of Foundations for Career Education prepared by Dr. Edwin L. Herr, Professor of Education, Pennsylvania State University, in which he states that "the attitudes, knowledge and skills which make up career development should weave through and be reinforced by many educational experiences and the attitudes of those who monitor the experiences." This infusion process strongly emphasizes the conceptual basis of career education as it relates to traditional content. It further suggests that much of what is being taught in our schools is relevant and worthwhile. What is needed now is to refocus this instruction so that its relevancy is apparent to students in the classroom.

The rationale of the Anne Arundel County Program states that:

Career development education is inseparable from education in general, since ultimately education leads to a vocational objective. Therefore, it is the responsibility of the school to develop a positive attitude in all students toward work and to foster the idea that all work is honorable. To reflect this belief, all areas of the curriculum should incorporate career education into their programs for the purpose of building the relevance of school and facilitating the complex task of career choice.

The design of the program is organized around a conceptual framework encompassing five major areas: career, self, society, technology and economics. Each of these areas is supported by a conceptual statement which is further supported by major ideas stated as subconcepts. The essence of the program consists of specific behavioral objectives for each level--primary, intermediate, middle years, and high school. These objectives have been aimed at the student's level of comprehension and developmental stage of learning ability. These objectives form the basis for classroom implementation and are interwoven into existing content. In essence, career

education becomes a part of good teaching. In many cases it becomes the motivation for what is being taught. According to Dr. Kenneth Hoyt it can represent a form of educational motivation for the teacher to use in conjunction with any other motivational devices that have worked effectively in the past.

In summary, career education is a concept which cannot supplant existing curriculum, but can only enhance and strengthen it. It derives its strength and focus from practitioners in each area of the curriculum who identify the linkages between specific career objectives and the content. In Anne Arundel County, this is a process which can be described in four distinct phases and is having the affect of internalizing the objectives of career education as part of the total school program.

Phase I The Basic Component

In a new book entitled Manpower and Economic Education, Robert Darcy and Phillip Powell point out that more than ever before, the American worker is required to read, write, speak and listen effectively in order to get a job and perform it successfully. Its intent is to make them aware of the economic process and the role of work in their lives. Powell and Darcy identify four basic skills valued in the manpower market: communications, computation,

manual dexterity and group organization. Communication is defined as the way to get the job done. There is little reason to list for this group the impact of reading on every job from the most menial task to the most highly complex function. The importance is obvious. A look at the U. S. Department of Labor, Occupational Outlook Handbook also suggests that there is a strong correlation between the unemployment rate and lack of education, reading being a critical component of that education. It is relatively easy to cite statistics supporting the critical role of reading in the curriculum. However, it is also interesting to analyze priorities cited by local communities when asked to rank priorities for education. At least, in Anne Arundel County, career education and reading are always close to the top--as if one were competing with the other. As the coordinator of career education I am delighted to see reading take top priority. This can only strengthen a career education program. I would suspect that reading and language arts people have an equal concern for career education as career education objectives constantly emphasize the need for reading and language arts skills. This then is the first step in our infusion process--the realization that content is still the basic building block of the instructional unit. To build a career education experience without

careful attention to the academic skills to be mastered would defeat one of the prime motivations for career education.

Rather than give less attention to the content being taught, educators are asked to be more precise concerning the ideas and skills which make up that content and to focus their attention on the essentials of a good reading and language arts program, social studies program, math program or any other area of the curriculum. To this extent, the participants in this International Reading Association Convention are involved in the first phase of this infusion process by critically re-examining aspects of the reading and language arts program. This experience will be invaluable as participants begin to identify career objectives which interrelate with the reading and language art objectives. The classroom unit which evolves from this process will be based on a solid understanding of a reading or language arts objective as it is related to an appropriate career objective. This suggests the need for an equal understanding of the goals and objectives of career education.

Phase II Analyzing Career Education Goals and Objectives

The literature is literally flooded with career education goals and objectives. There is little need to invent more. The Anne Arundel County Program lists from 10-15 objectives in each of the five conceptual areas for each of the four levels of instruction. The Comprehensive Career Education Model developed by The Center for Vocational-Technical Education at Ohio State University serves as a strong base for the materials being developed there, the California State Department of Education has compiled a list of concepts critical to career education. Thus, from coast to coast career concepts and objectives are being written and formalized. Phase II of our infusion process requires an analysis of these concepts and objectives in terms of their relevancies to the educational philosophy of the school system and their applicability to each particular area of instruction--in this case reading.

In Anne Arundel County this is probably the most critical phase of the integration process as it demands realistic input from reading and language arts personnel. Their task is to analyze, revise, and select those objectives which have significance for the reading and language arts curriculum at their particular level of instruction. This is no easy task and requires in-service time for professionals to have an opportunity to discuss

and analyze and to select or formulate career objectives which have significance for them. At this point there is little concern for covering all career education objectives. As Hoyt points out each teacher should pick a concept he considers important for students. As a group reading and language arts people compile a set of objectives which have relevancy to them. In the Anne Arundel County these would be the objectives specified for each level under each of the five conceptual areas:

Career--Career Education prepares man for the world of work

Self--Self understanding is vital to career decision and work performance

Society--Society reflects the creative force of work

Economics--Man's livelihood depends upon the production, distribution and consumption of goods and services

Technology--Man and technology are continually interacting in his work

There is generally little difficulty in selecting career objectives from each of these areas in a critical area such as reading and language arts.

Phase III Writing Instructional Objectives

The integration process must insure that every student receives instruction which relates the traditional

learning experiences to career goals and objectives. Once Language Arts teachers have reassessed their content in terms of what material must be delivered to the students and analyzed the career goals and objectives which have relevancy to that curriculum, Phase III asks teachers to construct the specific behavioral objectives to achieve this integration. These operational or instructional objectives are for classroom use and reflect the creative input of the classroom teacher. In some cases they are simple content objectives, but are related to career objectives within the same unit. In other cases they are a combination of both career and content objectives. They are written for students and call for behaviors which indicate that the student not only understands the content being taught but understands the career implications of that content. Student activities which are career oriented, content oriented or a combination of both can then be devised to achieve the stated objectives. Often it is only in the activities that the relationship between content and career objective becomes obvious. It is worth noting that once teachers are thoroughly familiar with the career objectives and have access to career materials, this process requires little more teacher planning time than the traditional method of planning. This is due to the fact that the emphasis, at least in Anne Arundel County is

now on the process of integrating career education and content rather than on the development of a product. Having developed instructional units and field tested them in the County, the results seemed to indicate that:

1. Instructional units are "motivators" for teachers to use as prototype. However, it is difficult to achieve integration through the use of instructional units as teachers are reluctant to adapt the work of others and teach the complete unit. They will, however, take meaningful activities from them and incorporate them into their own units.
2. Instructional units require a great deal of time and effort. Essential input is required from teachers and time is seldom available for teachers to do the necessary planning.

It should be noted, however, that the instructional unit outlines now being used to achieve the three phases previously discussed contained the elements of a complete instructional unit and can be expanded at the discretion of the teacher.

Phase IV Designing Activities to Achieve the Objectives

Dr. Gardner Swenson, in his sessions to develop Unipac often emphasized the fact that individualization of instruction occurs when the learner participates in only

those activities that are needed to achieve the objectives. The basic format for both the instructional units and the outlines presently being used in Anne Arundel County were the result of several workshop sessions held in the county by Dr. Swenson. The format has been modified to meet the needs of the project. However, the emphasis on individualizing instruction through the use of diversified activities is still apparent. Creating activities is the world of teaching. Once teachers have conceptualized their unit as a career oriented unit, the designing of activities becomes the domain of the teacher. Depending on the stated objectives, suggestions can be offered as to activities which have worked effectively with other teachers. Some of these suggestions are offered here to emphasize the point that they can enhance the reading and language arts program, rather than supplant it.

Activities:

Senior High Language Arts

1. Research two specific careers with attention to: educational requirements, salary, places of employment, advantages, disadvantages, and physical environment.
2. Present an informal talk on one career

3. Create visual displays with attention on the use of language to enhance the display

Junior High Language Arts

1. Discuss aspects of self based on individualized reading utilizing such questions as: What are values? What is it like to be a boy? etc.
2. Plan a community utilizing reading material available in class and prepare a written report as a group which answers such questions as:
   a. Where would you locate businesses?
   b. Where would you want to live?
   c. How would you control pollution?

Elementary Language Arts

Basal Readers

In stories which involve occupations--

1. Keep a notebook--Jobs We Read About-- and add to it as various occupations are discussed.

In stories which emphasize values and/or feelings--

1. Discuss or write about how the child would feel in that situation.
2. Use open ended sentences about the story and a feeling or value.

If I were in Johnny's place, I would have_____.

When someone hits me, I feel_____.

Language Experience

Use experiences that are career related.

1. Take a trip to_____, write a group or individual story about the trip, workers seen, which job the child liked and why, how child would like being that worker and why or why not (values and feelings)
2. Bring in a tool or piece of equipment or clothing to use as motivation for discussion about a worker or group of workers. Then write a story. Objects might include a cash register, thermometer, motorcycle helmet.

In summary, these are the four phases of the infusion process now being implemented in Anne Arundel County, Maryland. They include a more precise statement of content objectives, analysis of career goals and objectives, the writing of specific daily objectives to achieve career oriented instruction and the creation of activities to achieve the stated objectives. Since objectives are written in performance terms, evaluation is an on-going component of the total process.

Evaluation data is now being gathered to assess the

effectiveness of this process. Results of a third party evaluation contracted for in July will be available in early August and these results will be utilized in the revision of this process. However, thought is already being given to developing this process further as a component of curriculum revision.

New Approaches

There is much wisdom in the old saying, "if you don't succeed at first..." Anne Arundel County has tried and tried again. Perhaps, however, it is fairer to say that there has been a logical progression from career objectives which depended upon content activities for implementation, through instructional units which incorporate career objectives into a content unit, to instructional unit outlines which emphasized the process of integration rather than the product. Now that this process is finding general acceptance, the new thrust is into the area of curriculum. This is a tempting area for career education people as it offers the opportunity to deliver career education objectives as a part of the curriculum and can be done as a continuous part of curriculum revision. Workshops are now being held in the county with content teachers and career education resource teachers to attempt this process.

Science has taken the initial steps and social studies has quickly followed. It is premature to discuss the curriculum model at this point as the material is now being field tested in selected schools and is certain to undergo revision. It can be noted at this point however, that the emphasis is on blending content and its career implications. With the growing realization that many career objectives can be better achieved within the program of studies, will come the impetus for further curriculum expansion. Language arts is already examining the approach and the beginnings of a model will soon take shape. The process is slow because the involvement is great, but it is hoped that this internalizing process will eliminate the notion that career education is an add-on that will soon disappear. This is rather unlikely.

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